DOCUMENT RESUME

ED 228 959 HE 016 128

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TITLE The Mental Health of College and University Professors Engaged in Teacher Education.
PUB DATE 82
NOTE 21p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Journal Articles (080)
JOURNAL CIT Scientia Paedagogica Experimentalis; v19 n2 p249-268 1982

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Emotional Disturbances; Higher Education; Longitudinal Studies; *Mental Health; Neurosis; Personality Problems; *Self Evaluation (Individuals); *Social Adjustment; Teacher Attitudes; *Teacher Behavior; *Teacher Educators

ABSTRACT

The mental attitudes of professors engaged in teaching courses in teacher education were studied, based on a 3-year longitudinal survey (1976-1978). A mental health Self-Rating Scale was administered to 1,857 professors at 656 colleges and universities. The professors appeared to be stable in their judgments for each of the 3 years studied. Based on the findings, the following conclusions are made: about one-fourth of the nation's professors of education may be classified as neurotic; an estimated one-fourth may be labelled as having character disorders; an estimated one-fourth may be regarded as socially maladjusted; about one-eighth may be called regressionists since they appear to thrive and enjoy doing the things they did years ago; one-eighth may share mental or emotional disturbances from time to time, and their conditions rarely call for hospital care, or a visit to the psychiatrist. It is suggested that students need to be surrounded with challenge, success, respect, and affection. It is recommended that higher education institutions need to take steps to address the problem of mental health problems among teacher education faculty, including such measures as adopting an emotional screening test for prospective faculty. The questionnaire is included. (SW)

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THE MENTAL HEALTH OF COLLEGE AND UNIVERSITY PROFESSORS ENGAGED IN TEACHER EDUCATION

by

B. E. BLANCHARD

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INTRODUCTION

Mental illness is present in every country and occurs among all peoples. No social or economic class of individuals is free of it. In the United States each year, it is estimated that roughly 10,000,000 people suffer from some form of mental illness and more than 300,000 new patients enter mental hospitals every year.

Mental illness means sickness of the mind. A person may have a mental breakdown so serious that the patient may necessitate special care, or enter a hospital. Or, in many cases, mental illness may mean personality quirks which may lead to personal unhappiness; it can also refer to people who have difficulty getting along with others and the lack of ability to lead a useful life.

Almost all people at some time or other, experience minor disturbances of character, personality, and behavior. These episodes may include cycles of depression, worry, emotional tensions, anxiety, or outbursts of unjustifiable anger. But, these agitations usually do not prevent an individual from living a satisfactory life. Doctors do not generally consider such manifestations of behavior as illnesses unless they are severe, or occur frequently.

Reputable research has indicated that approximately twenty to thirty per cent of absenteeism is said to be traceable to emotional disturbances of employees. Sixty to eighty per cent of all dismissals of workers in business and industry are said to be due to social maladjustment rather than technical incompetence. Accidents can be traced in some instances to the worker with troubles on his mind. One man with a gripe can infect a whole group as surely as one man with a virus. To determine the factors which contribute to contentment and discontentment among workers is being attacked by major business and industrial corporations across the country. The losses to

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industry traceable to maladjustments of workers are a prod to the expansion of services in the field of mental health.

It is entirely feasible that similar approaches could be of inestimable value to teacher education programs in the United States as as well as other areas in higher education, both on the undergraduate and graduate levels.

In our colleges and universities today, it is the professor who is accustomed to guide the skills and knowledge of students, who can also see to it that students are surrounded with enough challenge, success, respect and affection to carry them toward a strong and effective adulthood. To achieve these goals, the professor cannot appear too bomb-shy and his / her professional education must include something that is currently rather badly neglected — namely, his / her own emotional development.

STATEMENT OF THE PROBLEM

The express purpose of this study is to discern the condition of mental health prevailing in professors of teacher education. There is a recognition, borne out by experience, that people and cultures change slowly and with difficulty. The problems in our relations with each other and our culture that make for mental illness thus seem fairly overwhelming. Let us consider, for example, the problem of racial segregation. Here is a conscious difficulty between peoples that even many Southerners agree is morally wrong. Yet, it has existed practically since our nation's founding. It is only within recent times that the problem in the United States has been explicitly faced, and according to many authorities, it is a long way from final resolution. How much more frightening must mental illness seem — with its unconscious implications — than a realistic problem like racial segregation!

DEFINITION OF MENTAL ILLNESS

Contemporary psychologists and psychiatrists in defining the mentally ill person have indicated that the normal individual should be able to play, to see the people and things about him / her without distortion, to live relatively free from pain, and to obtain a good deal of enjoyment from life.

In contrast, the emotionally, or mental ill individual may (1) feel undue, or lasting distress, (2) suffer from limitation of function, for example, be unable to work as well as his / her abilities suggest, or unable to live with, and love, other people adequately, (3) unjustly misinterpret or misunderstand the words and actions of people around him / her, seeing, for example,

hostility where there really is friendliness, joy in play, and gratification from his / her accomplishments.

It is extremely difficult to draw the line of demarcation between emotional illness and mental illness. When emotional illness becomes acute enough to be actually hampering the individual's life, it is generally classified under the general heading of neurosis. A neurosis does not interfere with intelligence, but with judgment; the mind is not ill, but the emotions, the feeling capacity, are. Thus it comes under the heading of emotional illness rather than mental illness, technically.

All of us get worried sometimes, or become upset, or provoked because of some event. It is when these symptoms recur frequently, or last for weeks and months and we cannot eliminate them, that we need to seek help for ourselves or encourage others to do so. The important thing is to catch your neurosis before it catches you. These concepts thus compose the structure toward which this study was directed.

The basic rule for a happy and contented mind is to cultivate certain standards of living against unexpected changes, then maintain a flexible attitude of mind so as not to be incurably depressed when you fail to achieve something you want.

PROCEDURES AND METHODS

The current investigation of mental health in higher education was a longitudinal study covering a period of three years, from 1976 through 1978. A preliminary letter was forwarded to the Dean of the School of Education / College of Education / or Department of Education explaining that the mission was to discern the mental health dispositions of professors teaching courses in the teacher education program.

This letter was sent to the Dean to find out if the college or university might be interested in participating in the survey. A copy of the mental health rating scale was also enclosed for review purposes by interested members of the faculty.

To gain an understanding of the problem investigated (mental health), it was suggested in the initial letter to the Dean, that professors in the various departments of teacher education were welcome to participate, such as, Educational Foundations, Elementary Education, Early Education, Reading, Secondary Education, Guidance and Counseling, Administration and Supervision, Curriculum Development, Business Education, Music, Physical Education, etc.

THE MENTAL HEALTH RATING SCALE

The initial mental health rating scale designed by the writer contained some 60 to 70 statements assumed to be related to 'mental health attitudes'. This rating scale was forwarded to a group of experts in the field of mental health for their serious evaluation. The professionals involved in assessing the initial mental health rating scale included ten educator physicians, ten health educators, six State Departments of Mental Health, six educator psychologists, and six psychiatrists. This group of distinguished men and women was selected from *Who's Who in America*[1].

The preliminary assessment of the mental health rating scale resulted in numerous suggestions, including alternatives and deletions. After correcting and re-structuring the rating scale in accord to this professional group's recommendations, the scale was then returned to the same group of experts for their re-evaluation. With but a few minor changes suggested by the group, the final mental health rating scale used in this study is illustrated in Figure 1.

The writer assumes that the rating scale used in this study possesses *content* validity as the statements appear to be directly related to the mental health attitudes which are under consideration. This belief appears to be substantiated by the group of professional experts who critically examined, made various recommendations and assisted in the design.

Some 300 professors of education selected at random in the 656 colleges and universities who actively participated in this survey were interviewed personally to gain their attitude toward the mental health rating scale. The consensus of opinion among the professors was that they believed the characteristics used in the scale seemed to be adequate. This latter procedure was implemented prior to forwarding any rating scales for the first evaluation which began in the Spring of 1976.

THE SAMPLING POPULATION

Approximately 1,070, or the total number of colleges and universities sponsoring Teacher Education programs in the United States were forwarded preliminary letters asking them, if they might be interested in participating in a three-year longitudinal survey (1976-78) to denote the mental attitudes of professors engaged in teaching courses in Teacher Education.

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1. *Who's Who in America*, 38th Edition, 1974-1975, Volumes 1 and 2, Marquis Who's Who, Inc., Chicago, Illinois

FIGURE 1 : *The mental health rating scale for college and univeristy professors of education*

WHAT YOU ARE TO DO :

This rating scale has thirty statements as may be related to your emotional and mental health. You are to rate yourself. Each statement has four possible answers which are given at the top of the page. The four possible answers are :

None or a little of the time	Some of the time	Good part of the time	Most of the time

Read each statement and then place a check mark (√) in one of the columns to the right which you believe best describes your attitude. Be sure to check but ONE column for each statement.

For example :

Mental health attitude :	None or a little of the time	Some of the time	Good part of the time	Most of the time
1. Do faculty members get on your nerves ?			√	
2. Do you worry ?		√		
3. Do you consider yourself friendly to others ?.....				√
4. Are you elated to be selected to work on faculty committees ?.....	√			

In the above example, if you answered 'Good part of the time' to statement 1, you would place a check mark (√) in this column, following statement 1; if you answered 'Some of the time' to statement 2, you would place a check mark (√) in this column, following statement 2. The same procedure is employed in the next two statements. *Now that we have completed the ground rules, let us begin.*

Mental health attitude :	None or a little of the time	Some of the time	Good part of the time	Most of the time
1. Do you worry ?				
2. Do you have unjustified feelings of persecution ?				
3. Do you have recurrent night mares ?				
4. Do you find it difficult to hold on to a teaching position ?				
5. Do you experience waves of anxiety not attributable to any related causes ?				
6. Do you have unreasonable fears of foods, germs, or vehicles ?				
7. Is irritation and tension a part of your daily work ?				
8. Do you reject constructive criticism ?				
9. Do you quit on tasks requiring perseverance ?				
10. Do you experience aches and pains for which no doctor can find a physical cause ?				
11. Do faculty members get on your nerves ?				
12. Does the administration voice opinions from time to time which seem unwarranted to you ?				
13. Do students get on your nerves ?				
14. Are you satisfied to 'get by' with tasks assigned ?				
15. Do you experience wide fluctuations in your moods, from depression to elation, back to depression, which incapacitates you ?				
16. Do you find faculty meetings enhancing your professional competencies ?				
17. Do you dislike attending educational conferences off-campus ?				
18. Have you ever contemplated suicide ?				
19. Do you discharge your teaching responsibilities efficiently ?				

Mental health attitude :	None or a little of the time	Some of the time	Good part of the time	Most of the time
20. Do you volunteer for extra-curricular activities ?				
21. Do you find it easy to make a decision ?				
22. Do you lose your temper easily ?				
23. Have you ever felt that others would be better off if you were dead ?				
24. Do you enjoy doing the things you used to do years ago ?				
25. Do you enjoy looking at, talking to, and just being with attractive men or women ?				
26. Do you have crying speels ?				
27. Do you have difficulty sleeping at night ?				
28. Do you feel elated to be selected to serve on various faculty committees ? ..				
29. Do you consider yourself friendly to others ?				
30. Do you resent the concept 'publish or perish ?'				

Note : So that we may be able to contact you for the next two years with respect to follow-up ratings for 1977 and 1978, will you please complete the following :

NAME ..... DATE.....

COLLEGE / UNIVERSITY ADDRESS.....

....

AREA OF SPECIALIZATION .....RANK .....

YOUR NAME AND COLLEGE / UNIVERSITY WILL REMAIN STRICTLY CONFIDENTIAL.

Some 876, or 80 per cent of the colleges and universities indicated that they would be interested. An estimated 35,040 professors responded the first year (1976) of the survey; the second year (1977), 34,020 responded — 1,020 dropped out because of illness, transferring to another college or university, resigning to accept a non-teaching position, etc. The third and final year of the longitudinal survey (1978) accounted for 31,857 professors, losing some 2,163 for almost identical reasons as previously cited.

The final sampling population presented and discussed in this project includes 656 colleges and universities, or 61 per cent of the original sampling of 1,070 institutions of higher education. It also includes 31,857 professors of education who participated for three consecutive years. This sampling is considered representative. The sampling population was taken from *Patterson's American Education*[2].

Analysis and results

In reviewing the results of the 95.571 self-ratings made by the 31,857 professors for 1976, 1977, and 1978, it was interesting to note that the *margin of change* between the first and second ratings, between the second and third ratings, and between the first and third ratings ranged from .002 to .026, or from 63.71 to 191.14. This may be considered insignificant as to change. The professors appear to be quite stable in their judgments for each of the three years studied.

The rating scale thus appears to demonstrate a fairly good reliability as to comparative yearly changes in ratings made by the individual professors. Little, or no significant degree of variability is noticeable.

Figure 2 indicates the results of the self-ratings as made in eleven departments of education. The pooled judgments of the professors in each department are indicated in percentages.

2. *Patterson's American Education*. Edition, 1974. Educational Directories Inc., Illinois, pp. 691-703. The 1,070 colleges and universities listed under the heading of 'Teacher Education' represents the total number in the United States.

FIGURE 2: *A comparative analysis of mental health attitudes of college/university professors*
N = 31,857 [1]

	Departments of Education										
M [14]	EF [2] B D [15] A C % [13]	EE [3] B D [15] A C % [13]	EaE [4] B D [15] A C % [13]	R [5] B D [15] A C % [13]	SE [6] B D [15] A C % [13]	GC [7] B D [15] A C % [13]	AS [8] B D [15] A C % [13]	CD [9] B D [15] A C % [13]	BE [10] B D [15] A C % [13]	M [11] B D [15] A C % [13]	PE [12] B D [15] A C % [13]
1	35 2 12 51	29 8 10 53	30 15 55	39 20 41	34 9 18 39	44 10 16 30	43 11 17 30	38 23 39	40 2 16 42	49 8 31 12	30 6 40 24
2	50 36 14	55 40 5	57 42 3	52 44 4	42 48 10	42 53 5	45 48 7	41 4 49 6	44 51 5	42 54 4	40 2 56 2
3	34 65 1	27 63 10	26 72 2	19 81	16 84	24 76	22 78	19 80 1	27 73	15 85	11 89
4	34 3 40 23	34 50 16	37 2 53 8	37 60 3	28 70 2	24 71 5	41 55 4	40 57 3	35 62 3	31 59 10	30 62 8
5	38 50 12	37 56 7	38 60 2	36 62 2	32 63 5	38 59 3	34 60 6	37 62 1	36 64	33 66 1	37 62 1
6	28 70 2	17 73 10	18 71 11	26 74	28 72	25 75	19 80 1	19 79 2	16 83 4	14 86	13 87
7	46 47 7	43 50 7	36 54 10	40 57 3	48 51 1	45 53 2	43 56 1	50 49 1	42 55 3	31 58 1	38 60 2

Departments of Education

M [14]	EF [2] B D [15] A C % [13]	EE [3] B D [15] A C % [13]	EaE [4] B D [15] A C % [13]	R [5] B D [15] A C % [13]	SE [6] B D [15] A C % [13]	GC [7] B D [15] A C % [13]	AS [8] B D [15] A C % [13]	CD [9] B D [15] A C % [13]	BE [10] B D [15] A C % [13]	M [11] B D [15] A C % [13]	PE [12] B D [15] A C % [13]
8	35 65	28 70 2	18 72 10	18 82	15 85	14 86	21 79	20 80	24 76	18 82	16 84
9	8 90 2	14 86	7 93	12 88	13 87	9 91	6 93 1	11 89	6 94	8 92	8 91 1
10	27 63 10	30 69 1	28 70 2	26 72 2	25 74 1	32 68	24 74 2	15 85	19 81	24 70 6	23 77
11	14 62 24	10 65 4 21	20 54 2 24	15 45 5 35	12 49 3 36	10 56 7 27	21 51 6 22	13 53 4 30	16 36 8 40	15 47 5 33	31 34 8 27
12	23 42 15 20	25 46 5 24	19 51 10 20	23 47 12 18	29 45 9 17	11 49 10 30	15 53 9 23	13 56 6 25	18 44 11 27	16 59 5 20	18 51 10 21
13	60 26 14	58 29 13	54 31 15	64 30 6	68 24 8	70 28 2	68 30 2	60 34 6	58 30 12	55 31 14	66 34
14	78 20 2	81 16 3	73 25 2	64 26 10	64 30 6	61 33 6	51 39 10	52 41 7	52 38 10	46 47 7	37 45 18
15	33 8 40 19	40 3 47 10	48 49 3	44 51 5	42 57 1	36 54 10	37 55 8	48 51 1	42 52 6	50 47 3	39 50 11

	Departments of Education										
M [14]	EF [2] B D [15] A C % [13]	EE [3] B D [15] A C % [13]	EaE [4] B D [15] A C % [13]	R [5] B D [15] A C % [13]	SE [6] B D [15] A C % [13]	GC [7] B D [15] A C % [13]	AS [8] B D [15] A C % [13]	CD [9] B D [15] A C % [13]	BE [10] B D [15] A C % [13]	M [11] B D [15] A C % [13]	PE [12] B D [15] A C % [13]
16	16 84	18 82	24 76	21 79	15 85	10 90	9 91	16 84	18 72 10	20 74 6	11 79 10
17	33 6 30 31	37 3 40 20	40 2 38 20	35 41 24	40 48 12	43 50 7	34 53 13	39 60 1	40 58 2	39 37 24	34 63 3
18	39 51 10	39 60 1	32 67 1	29 70 1	26 72 2	24 74 2	34 65 1	32 67 1	25 75 5	31 69	25 74 1
19	91 9	93 7	87 13	88 12	83 17	85 15	89 11	92 8	94 6	90 10	95 5
20	30 70	24 76	20 80	17 83	14 86	13 87	18 82	10 90	8 92	9 91	20 80
21	10 60 30	14 58 28	17 56 27	13 53 34	3 60 37	5 65 30	6 66 28	1 68 31	1 59 40	7 63 30	3 70 27
22	51 30 19	50 35 15	50 45 5	42 55 3	48 51 1	32 68	29 70 1	35 64 1	32 67 1	24 74 2	14 76 10
23	15 85	13 87	3 97	8 92	9 91	7 92 1	15 83 2	11 85 4	10 86 4	11 87 2	10 84 6

	Departments of Education										
M [14]	EF [2] B D [15] A C % [13]	EE [3] B D [15] A C % [13]	EaE [4] B D [15] A C % [13]	R [5] B D [15] A C % [13]	SE [6] B D [15] A C % [13]	GC [7] B D [15] A C % [13]	AS [8] B D [15] A C % [13]	CD [9] B D [15] A C % [13]	BE [10] B D [15] A C % [13]	M [11] B D [15] A C % [13]	PE [12] B D [15] A C % [13]
24	21 2 70 7	15 3 74 8	33 60 7	20 5 65 10	18 4 71 7	20 5 60 15	18 12 54 16	23 5 57 15	24 1 70 5	18 2 72 8	10 7 73 10
25	16 54 30	20 51 29	14 53 33	2 58 40	12 57 31	20 56 24	7 50 43	8 52 40	5 55 40	3 53 44	20 47 33
26	52 40 8	51 48 1	47 52 1	40 60	40 54 6	38 57 5	36 60 4	26 74	19 80 1	17 83	15 85
27	34 3 43 20	30 1 45 24	32 5 48 15	38 2 50 10	33 5 52 10	40 3 49 8	40 2 51 7	38 1 53 8	34 1 56 9	40 1 58 1	42 1 55 2
28	9 90 1	7 92 1	8 89 3	10 87 3	6 92 2	7 93	8 92	70 90 3	6 88 6	6 91 3	14 86
29	7 80 13	5 75 20	72 28	1 83 16	1 80 19	10 72 12	6 79 15	4 86 10	2 91 7	6 82 12	87 13
30	10 70 20	5 60 35	3 65 32	4 80 16	85 15	1 83 16	4 76 20	1 71 28	3 80 17	4 88 8	2 80 18

1 N = 31,857 refers to the number of professors. 2 EF refers to Educational Foundations. 3 EE refers to Elementary Education. 4 EaE refers to Early Education. 5 R refers to Reading. 6 SE refers to Secondary Education. 7 GC refers to Guidance and Counseling. 8 AS refers to Administration and Supervision. 9 CD refers to Curriculum Development. 10 BE refers to Business Education. 11 M refers to Music. 12 PE refers to Physical Education. 13 % refers to the mean percentage self-ratings of all professors combined. 14 M refers to the Mental Health Attitudes used in the rating scale – 30 are mentioned. 15 A B C D refer to 'None or a little of the time', 'Some of the time', 'Good part of the time', and 'Most of the time', respectively.

L3

ANALYSIS AND DISCUSSION

Figure 2 provides us with the basic information with respect to a comparative analysis of the self-ratings made by the professors of education. These results may be expressed as follows :

In response to statement 1, 'Do you worry ?' 38 per cent of the professors answered, 'Good part of the time'.

Replying to statement 2, 'Do you have unjustified feelings of persecution ?' 46 per cent of the professors answered, 'Some of the time'.

Answering statement 3, 'Do you have recurrent night mares ?' 22 per cent of the professors answered, 'Some of the time'.

Responding to statement 4, 'Do you find it difficult to hold on to a teaching position ?' 34 per cent stated, 'Some of the time'.

Statement 5, 'Do you experience waves of anxiety not attributable to any related causes ?' 36 per cent responded, 'Some of the time'.

In reply to statement 6, 'Do you have unreasonable fears of foods, germs, or vehicles ?' 77 per cent answered, 'None or a little of the time' and 20 per cent replied, 'Some of the time'.

Responding to statement 7, 'Is irritation and tension a part of your daily work ?' 42 per cent answered, 'Some of the time'.

In response to statement 8, 'Do you reject constructive criticism ?' 78 per cent of the professors stated, 'None or a little of the time', and 21 per cent replied, 'Some of the time'.

Statement 9, 'Do you quit on tasks requiring perseverance ?' witnessed 93 per cent of the professors replying, 'None or a little of the time'.

Replying to statement 10, 'Do you experience aches and pains for which no doctor can find a physical cause ?' 73 per cent replied, None or a little of the time', and 25 per cent, 'Some of the time'.

Responding to statement 11, 'Do faculty members get on your nerves ?' 50 per cent replied, 'Most of the time', and 29 per cent, 'Good part of the time'.

Replying to statement 12, 'Does the administration voice opinions from time to time which seem unwarranted to you ?' 49 per cent of the professors replied, 'Most of the time', and 22 per cent responded, 'Good part of the time'.

In answer to statement 13, 'Do students get on your nerves ?' 62 per cent of the professors replied, 'Most of the time'.

Answering statement 14, 'Are you satisfied to "get by" with tasks assigned ?' 60 per cent replied, 'Some of the time', and 33 per cent stated, 'None or a little of the time'.

Responding to statement 15, 'Do you experience wide fluctuations in your moods, from depression to elation, back to depression, which incapacitates

you ?' 50 per cent replied, 'None or a little of the time', and 42 per cent replied, 'Some of the time'.

Statement 16, 'Do you find faculty meetings enhancing your professional competencies ?' found 81 per cent of professors indicating 'None or a little of the time'.

Statement 17, 'Do you like attending educational conferences off-campus ?' 47 per cent responded, None or a little of the time', and 38 per cent replying, 'Some of the time'.

Responding to statement 18, 'Have you ever contemplated suicide ?' 68 per cent stated, 'None or a little of the time', and 30 per cent, 'Some of the time'.

In answer to statement 19, 'Do you discharge your teaching responsibilities efficiently ?' 90 per cent stated, 'Most of the time'.

Statement 20, 'Do you volunteer for extra-curricular activities ?' 82 per cent replied, 'None or a little of the time'.

Statement 21, 'Do you find it easy to make a decision ?' 62 per cent of the professors replied, 'Most of the time', and 31 per cent stated, 'Good part of the time'.

Statement 22, 'Do you lose your temper easily ?' 58 per cent of the professors stated, 'None or a little of the time', and 37 per cent replied, 'Some of the time'.

Statement 23, 'Have you ever felt that others would be better off if you were dead ?' 88 per cent of the professors stated, 'None or a little of the time'.

Statement 24, 'Do you enjoy doing the things you used to do years ago ?' 66 per cent of the professors responded, 'None or a little of the time'.

Statement 25, 'Do you enjoy looking at, talking to, and just being with attractive women / men ?' some 53 per cent of the professors replied, 'Most of the time', and 35 per cent stated, 'Good part of the time'.

In reply to statement 26, 'Do you have crying spells ?' 63 per cent responded, 'None or a little of the time', and 34 per cent replied, 'Some of the time'.

Statement 27, 'Do you have difficulty sleeping at night ?' 51 per cent replied, 'None or a little of the time'.

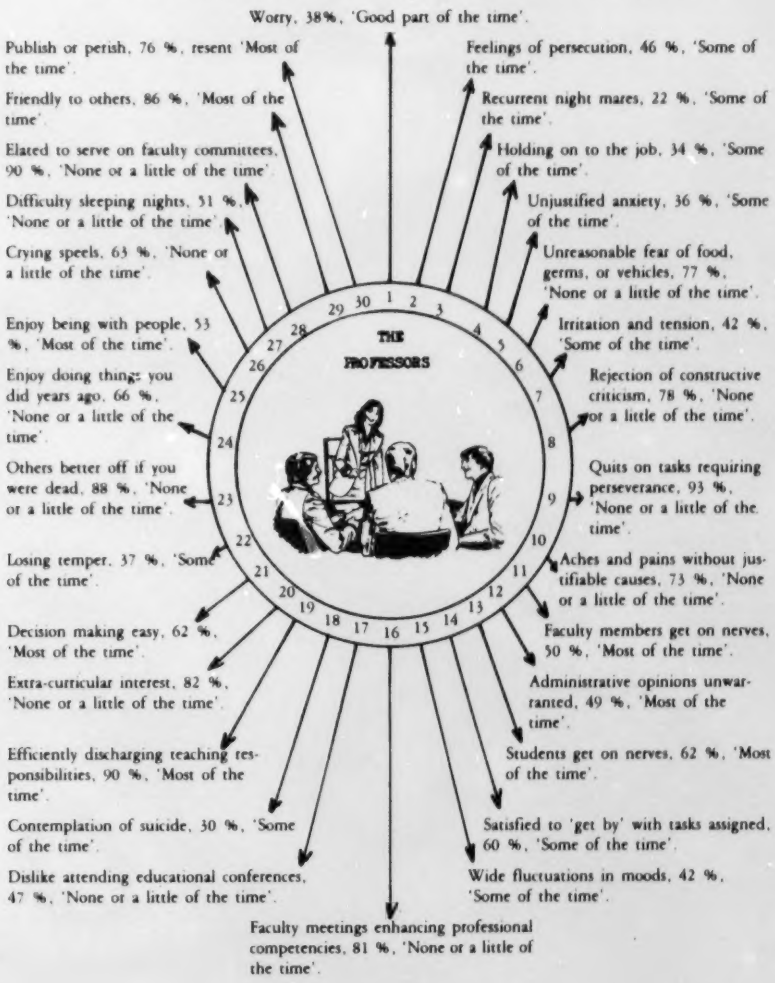
Statement 28, 'Do you feel elated to be selected to serve on various faculty committees ?' 90 per cent stated, 'None or a little of the time'.

Responding to statement 29, 'Do you consider yourself friendly to others ?' 86 per cent of the professors replied, 'Most of the time'.

In the final statement, number 30, 'Do you resent the concept of 'publish or perish ?' 76 per cent replied, 'Most of the time'.

Another approach in viewing the mental health of the typical college and university professors in teaching education is indicated in Figure 3, *Mental Health Profile of College and University Professors*.

FIGURE 3 : *Mental health profile of college and university professors*


Worry, 38%, 'Good part of the time'.
Feelings of persecution, 46 %, 'Some of the time'.
Recurrent night mares, 22 %, 'Some of the time'.
Holding on to the job, 34 %, 'Some of the time'.
Unjustified anxiety, 36 %, 'Some of the time'.
Unreasonable fear of food, germs, or vehicles, 77 %, 'None or a little of the time'.
Irritation and tension, 42 %, 'Some of the time'.
Rejection of constructive criticism, 78 %, 'None or a little of the time'.
Quits on tasks requiring perseverance, 93 %, 'None or a little of the time'.
Aches and pains without justifiable causes, 73 %, 'None or a little of the time'.
Faculty members get on nerves, 50 %, 'Most of the time'.
Administrative opinions unwarranted, 49 %, 'Most of the time'.
Students get on nerves, 62 %, 'Most of the time'.
Satisfied to 'get by' with tasks assigned, 60 %, 'Some of the time'.
Wide fluctuations in moods, 42 %, 'Some of the time'.
Faculty meetings enhancing professional competencies, 81 %, 'None or a little of the time'.
Dislike attending educational conferences, 47 %, 'None or a little of the time'.
Contemplation of suicide, 30 %, 'Some of the time'.
Efficiently discharging teaching responsibilities, 90 %, 'Most of the time'.
Extra-curricular interest, 82 %, 'None or a little of the time'.
Decision making easy, 62 %, 'Most of the time'.
Losing temper, 37 %, 'Some of the time'.
Others better off if you were dead, 88 %, 'None or a little of the time'.
Enjoy doing things you did years ago, 66 %, 'None or a little of the time'.
Enjoy being with people, 53 %, 'Most of the time'.
Crying speels, 63 %, 'None or a little of the time'.
Difficulty sleeping nights, 51 %, 'None or a little of the time'.
Elated to serve on faculty committees, 90 %, 'None or a little of the time'.
Friendly to others, 86 %, 'Most of the time'.
Publish or perish, 76 %, resent 'Most of the time'.
THE PROFESSORS
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

CONCLUSIONS

1. Approximately, one-fourth of the nation's college and university professors of education may be classified as neurotics. These neuroses may be reflected in an individual's ability to think, his / her interpersonal relationships with others, or in the individual's own personal happiness. A neurosis reduces the person's ability to live happily, but he / she does not seriously lose his / her sense of reality.

These handicaps are not necessarily physical, but are basically emotional having the tendency to make one feel terrible at times, thereby hampering efforts in teaching and in pursuiing a normal life.

2. An estimated one-fourth of college and university professors of education may be labelled as having character disorders. A character disorder may express itself in the inability of a professor to care about doing one's work well, frequent absenteeism from work, or faculty meetings for trivial reasons. Contemplating suicide, losing temper easily, believing that others would be better off, if he / she were dead, expressing aches and pains seemingly having no justifiable physical causes.

3. An estimated one-fourth of the professors engaged in teaching education courses may be regarded as socially-maladjusted due to a majority being satisfied to 'get by' in tasks assigned to them, failing to see faculty meetings as having anything to do with advancing their professional competencies, considering extra-curricular activities as a sheer waste of time, and lacking any interest in serving on faculty committees.

4. Approximately, one-eighth of professors of education may be called 'regressionists'. They appear to thrive and enjoy doing the things they did years ago. Apparently, what may be termed 'progress' to some educators, may actually be a 'regression' — a return to happier or better ordered days!

5. A final one-eighth of college and university educators may share mental or emotional disturbances from time to time, and their conditions rarely call for hospital care, or a visit to the psychiatrist. These professors are ambulatory, taking care of their teaching schedules and other obligations after a fashion. They may not be hitting on all six, or eight cylinders, as the case may be, and would no doubt, be more efficient and happier, if the atmosphere, or climate in which they work, could be changed to actually following democratic principals and truly working toward professional goals.

6. One of the basic reasons which may be causing the prevalence of neuroticism, character disorders, the socially-maladjusted, the regressivist, and varied emotional and character disturbances displayed by college and university professors of education stems from the mediocre quality of educational leadership existing in contemporary teacher education programs in the Uni-

ted States. This belief is confirmed by a national survey (recently published in 1979 in this Journal) *Educational leadership in teacher education.*

RECOMMENDATIONS

1. Institutions of higher education should attempt to reach an amicable understanding relative to the application of certain principles which can usefully guide all colleges and universities in their programs of teacher education in terms of improving the mental health of all prospective candidates for either a teaching, supervisory, or administrative career.
2. Research studies should be implemented to determine what specific emotional patterns are necessary to teach individuals who may plan to enter teaching as a career, such as English, science, mathematics, music, etc. Knowing these specifics, the proper content of the curriculum can then be planned. Any plan, however excellent, must first have the willing acceptance of those whom it will affect.
3. The spread of mental health in any society depends for its effectiveness as much upon those not professionally concerned with it, as upon its practitioners, especially those in a position to influence public opinion.
4. The problem of mental health is one of reeducating people in the whole area of interpersonal relationships in such a way as to give them insight into their own behavior and that of others. While early childhood may offer the best opportunities for education, it is essential that education should be carried on among people of all ages and walks of life.
5. The State Departments of Education, the State legislatures, the State Departments of Mental Education and the regional accreditation associations, just to mention a few, can offer unlimited assistance by addressing themselves to insitutions of higher education concerning the multiplicity of mental health problems among administrators, supervisory and teaching personnel. Guide lines may be worked out on a cooperative joint-action basis.
6. The admission's office in colleges and universities sponsoring teacher education programs should consider the possible adoption of an emotional screening test and set standards for every candidate expecting to follow a teaching, supervisory, or administrative future. In addition, many colleges and universities have the expertise available to develop and design their own mental tests to administer to incoming candidates for teaching. It should not be necessary for colleges, or universities to employ commercially prepared mental, or emotional tests. Only the college, or university knows what its aims, educational objectives, purposes and goals may be relative to its teacher education program.

received December '80

SAMENVATTING

De geestelijke gezondheid van college- en universiteitsprofessoren betrokken bij de opleiding van leraren.

Het voornaamste doel van deze studie was om de toestand van geestelijke gezondheid te onderzoeken van de college- en universiteitsprofessoren, betrokken bij de programma's voor lerarenopleiding in de Verenigde Staten. Daar het hoofdobjektief van de professor in de opleiding van de Amerikaanse jeugd het creëren is van een atmosfeer waarin vaardigheden, kennis, gewoontes, houdingen, en gevoeligheden kunnen geëxploiteerd worden, en waarin het denken, de analyse en de creativiteit vrij kunnen uitgedrukt worden, ***moeten*** de studenten omgeven worden met genoeg uitdaging, succes, respect en affectie. Dit nationaal onderzoek naar de mentale gezondheid is een longitudinale studie die loopt over een periode van 3 jaar, vanaf 1976 tot en met 1978.

De ,,Self-Rating Scale'' van de geestelijke gezondheid werd opgemaakt op basis van consultaties van het State Department of Mental Health, gezondheidsopvoeders, onderwijspsychologen, psychiaters en geneesheren. De modelpopulatie bestond uit 656 colleges en universiteiten, of 61 % van het originele model van 1070 instellingen van hoger onderwijs. Ongeveer 31.857 professoren die full-time meewerken aan de programma's voor lerarenopleiding, namen vrijwillig deel aan het driejarig onderzoek (1976-78). Een totaal van 95.571 auto-evaluaties gemaakt door de 31.857 professoren vormen de basisgegevens voor dit onderzoek. Gedurende de Tweede Wereldoorlog werden bij benadering 900.000 mannen tussen de leeftijd van 18 en 37 ***afgekeurd*** voor militaire dienst tengevolge van geestesziekten of andere persoonlijkheidsstoornissen. Ongeveer 400.000 werden ***ontslagen*** van de dienst (met medisch ontslag) tengevolge van een geestesziekte. Dit vormt zowat 36 % van de 1,25 miljoen totale medische ontslagen. De schrijver, die iets meer dan drie decennia werkzaam zijn is in het hoger onderwijs, heeft nooit gehoord van professoren in de lerarenopleiding die afgekeurd of ontslagen werden om redenen van geestesziekte.

Dit onderzoek heeft aangetoond dat de huidige mentale gezondheidstoestand onder college- en universiteitsprofessoren in de lerarenopleiding mag gezien worden als chaotisch! De invloeden van dergelijke verstoorde emotionele gedragingen (of ziekten) op de studenten ingeschreven in deze klassen zijn tot nu toe ongekend, maar colleges en universiteiten ***kunnen*** de potentiële voedingsbodem zijn voor de sociaal-onaangepasten en voor deze die later moeten opgenomen worden in geestesinstellingen wegens zware persoonlijkheidsstoornissen. Tenzij adekwate richtlijnen kunnen uitgewerkt worden, zoals door de onderzoeker aangeraden, zijn de programma's voor lerarenopleiding gedoemd tot middelmatigheid! Sommige colleges en universiteiten hebben reeds dit stadium bereikt. Het ontbreken van pedagogische leiding bij de lerarenopleiding, met betrekking tot de administrateurs van deze programma's, wordt op gerechtvaardigde wijze bevestigd door deze studie.

RÉSUMÉ

La santé mentale des professeurs de collèges et d'universités engagés dans l'éducation d'enseignants

Le but primordial de cette étude était de discerner les conditions prévalantes de santé mentale parmi les professeurs de collège et d'université s'occupant des programmes d'éducation d'enseignants aux Etats Unis. Puisque l'objectif principal du professeur dans l'éducation de la jeunesse américaine est de créer une atmosphère où les habiletés, les connaissances, les habitudes, les attitudes, et les appréciations puissent être exploitées et où la réflexion, l'analyse et la créativité puissent être exprimées librement, les étudiants doivent être entourés d'assez de provocation, de succès, de respect et d'affection. Cet examen national de la santé mentale est une étude longitudinale couvrant une période de trois ans, depuis 1976 jusqu'à la fin de 1978.
La « Self-Rating Scale » de la santé mentale a été composée par des consultations du State Department of Mental Health, des éducateurs sanitaires, des psychologues pédagogiques, des psychiatres et des médecins. La population modèle consista de 656 collèges et universités ou 61 % des modèles originaux de 1070 instituts d'enseignement supérieur. Environ 31 857 professeurs engagés sur une base full-time dans des programmes d'éducation d'enseignants ont participé volontairement à cet examen couvrant 3 ans (1976-1978). Un total de 95 571 auto-évaluations faites par les 31 857 professeurs constituent les données de base pour cette investigation. Pendant la IIème Guerre Mondiale, environ 900 000 hommes entre 18 et 37 ans furent *refusés* du service militaire à cause de maladie mentale et autres troubles de personnalité. Environ 460 000 ont été *déchargés* du service (avec décharge médicale) pour maladies mentales. Cela représente environ 36 % des 1,25 millions du total des déchargés médicaux. L'auteur qui est engagé en éducation supérieure un peu plus de 3 décades, n'a jamais entendu qu'un professeur en éducation d'enseignants soit refusé ou déchargé pour cause de maladie mentale.
Cet examen a indiqué que les conditions actuelles de santé mentales parmi les professeurs de collèges ou d'universités engagés en éducation d'enseignants peuvent être considérées comme chaotiques : les effets de telles attitudes emotionnelles désordonnées (ou maladies) sur des étudiants inscrits dans ses classes sont inconnus jusqu'ici, mais les collèges et les universités peuvent être les terrains potentiels de multiplication pour les maladaptés sociaux et de ceux qui seront plus tard admis dans des institutions mentales à cause de troubles majeurs de personnalité. A moins qu'on puisse élaborer des règles adéquates, comme l'a recommendé l'investigateur, les programmes d'éducation d'enseignants, sont condamnés à la médiocrité. Certains collèges et universités ont déjà atteint ce stade. Le manque d'une direction pédagogique et éducation d'enseignants, au sujet des administrateurs de ces programmes a été confirmé par cette étude de manière justifiée.

SUMMARY

The primary purpose of this study was to discern the prevailing conditions of mental health among college and university professors engaged in teacher education programs in the United States. Since the professor's main objective in teaching American youth is to provide an atmosphere where skills, knowledge, habits, attitudes, and

appreciations might be exploited and where thinking, analysis and creativity might be expressed liberally, students *must* be surrounded with enough challenge, success, respect and affection. This national survey in mental health is a longitudinal study covering a period of three years, from 1976 through 1978. The mental health Self-Rating Scale was designed through consultations with State Departments of Mental Health, health educators, educational psychologists, psychiatrists and physicians. The sampling population consisted of 656 colleges and universities, or 61 per cent of the original sampling of 1,070 institutions of higher education. Approximately, 31,857 professors engaged on a full-time basis in teacher education programs voluntarily participated in the three-year survey (1976-78). A total of 95,571 self-ratings made by the 31,857 professors constitutes the basic data for this investigation. During World War 11, about 900,000 men between the ages of 18 and 37 were *rejected* for military service because of mental illness and other personality disturbance. About 460,000 were *discharged* from the service (with medical discharge) because of mental illness. This is about 36 per cent of the 1.25 million total medical discharges. The writer in slightly more than three decades of being engaged in higher education has never heard of any professor in teacher education being either *rejected*, or *discharged* because of mental illness. This survey has indicated that the present conditions of mental health among college and university professors engaged in teacher education may be regarded as chaotic ! The effect of such disordered emotional attitudes (or illness) upon students enrolled in these classes as yet are unknown, but — colleges and universities *may* be the potential breeding grounds for the socially maladjusted and those who will later be admitted to mental institutions because of major personality disturbances. Unless adequate guide-lines can be worked out as recommended by the investigator, teacher education programs are doomed to mediocrity ! Some colleges and universities have already arrived at the latter stage. The lack of educational leadership in teacher education relative to the administrators of such programs is justifiably confirmed by this study.

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